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ABSTRACT

This publication is a survey to be used by institutions of higher education in the United States in creating a profile of new faculty. An introduction notes that this instrument was administered at 5 schools (2 liberal arts colleges, a community college, a comprehensive university, and a research university) and that 53 percent of the respondents were female and 22 percent non-Caucasian. It also reports that the results, combined with a follow-up interview, revealed: (1) that many institutions are hiring more women and minorities; (2) that most new faculty are content with their new place of employment; (3) that most new faculty are hired at age 38, and most earned their highest degree 8 years prior; (4) that many new faculty feel intense stress during their first few months on the job as they learn to deal with teaching, research, and family obligations; (5) that teaching experience and expectations vary greatly with new faculty at research institutions having the least teaching experience; and (6) that institutional and departmental support for new faculty varies greatly. The bulk of the document is the survey itself with brief general instructions. The survey contains sections on job satisfaction, work environment, self-perception, workload, and background and demographic information for a total of 41 items. (JB)

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New Faculty Survey Instrument

Researchers at the National Center for Postsecondary Teaching, Learning, and Assessment (NCTLA) used the following survey to create a profile of new faculty at U.S. colleges and universities. The survey was conducted at five schools (two liberal arts colleges, a community college, a comprehensive university, and a research university). Fifty-three percent of the respondents were female and 22 percent non-caucasian.

The survey, combined with a follow-up interview, revealed that 1) many institutions are hiring more women and minorities; 2) most new faculty are content with their new place of employment; 3) most new faculty are hired at age 38, and most earned their highest degree eight years prior; 4) many new faculty feel intense stress during their first few months on the job as they learn to deal with teaching, research, and family obligations; 5) teaching experience and expectations vary greatly with new faculty at research institutions having the least teaching experience; and 6) institutional and departmental support for new faculty varies greatly.

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DELIVERABLE-

New Faculty Survey Instrument

NATIONAL CENTER ON POSTSECONDARY

Teaching, Learning, & Assessment

New Faculty Project
Center for the Teaching Professions
2003 Sheridan Road
Northwestern University
Evanston, IL 60208-2617
(708) 491-7494

General Instructions

Please respond to each item by filling in a blank or circling a number as appropriate.

Some of the questions on the survey may be difficult to answer after only a few weeks on the job. However, we are interested in your first impressions, even though they may change.

We ask that you do not write your name on the survey booklet. All information is confidential and results will be reported in group summary form only. The only identifying information on the survey is your code number. Code numbers and names will be kept separate from the data, on a list accessible only to the principal investigator and research assistants. The lists will be destroyed at the conclusion of the project.

When you have completed the survey, please return it through campus mail in the pre-addressed envelope marked confidential. The researchers will collect the surveys when they visit your campus in October.

A. JOB SATISFACTION

1. What were the major factors in your choosing this institution? *Please circle one response for each item.*

	Very unimportant			Not a factor		Very important
a. colleagues/quality of department	1	2	3	4	5	
b. geographical location	1	2	3	4	5	
c. opportunities for scholarship	1	2	3	4	5	
d. institutional support of teaching	1	2	3	4	5	
e. salary	1	2	3	4	5	
f. no other jobs available	1	2	3	4	5	
g. quality/characteristics of students	1	2	3	4	5	
h. other (please specify): _____	1	2	3	4	5	

2. Was this institution your first choice? *Circle one.*

   1 yes
   2 no

3. Please rank your preference for working in the following types of institutions. *Rank them from 1 to 4, with 1 as your first choice.*

   ____ a. small college with primary emphasis on undergraduate teaching
   ____ b. state college or university with equal emphasis on teaching and research
   ____ c. major university with primary emphasis on research and graduate level teaching
   ____ d. junior or community college
   ____ e. other (*Please specify*): _____

4. During the next three years, how likely is it that you will leave this job for another position? *Circle one.*

   1 not at all likely
   2 somewhat likely
   3 very likely

5. Do your interests lie primarily in teaching or in research? *Circle one.*

   1 very heavily in research
   2 in both, but leaning toward research
   3 in both, but leaning toward teaching
   4 very heavily in teaching

6. If you were to leave this job to accept another position, would you want to do more, less, or about the same amount of each of the following as you currently expect to do here? *Please circle one response for each item.*

	Less of this than I do now	Same amount	More of this than I do now
a. research	1	2	3
b. teaching	1	2	3
c. advising students	1	2	3
d. service activities to institution (e.g., committee work)	1	2	3
e. service activities to community (e.g., working with local community groups)	1	2	3
f. administration	1	2	3

7. Faculty receive feedback on their work in a variety of ways and from different people. Circle the number that best corresponds with the degree of credence you give to each of the following. *Please circle one response for each item.*

	Little or no credence	Some credence	Moderate credence	Great deal of credence	Never received
a. your chair's evaluation of your teaching	1	2	3	4	0
b. your colleagues' (faculty in your unit) evaluation of your teaching	1	2	3	4	0
c. student responses on teaching evaluation forms	1	2	3	4	0
d. your chair's comments on your scholarly work	1	2	3	4	0
e. your colleagues' comments on your scholarly work	1	2	3	4	0

8. How satisfied or dissatisfied do *you personally* feel about each of the following aspects of your job at this institution? We are interested in your first impressions, even though you may be only a few weeks on the job. *Please circle one response for each item.*

	Dissatisfied very	Dissatisfied somewhat	Satisfied somewhat	Satisfied very	Does not apply
a. my work load	1	2	3	4	0
b. my job security	1	2	3	4	0
c. the authority I have to make decisions about what courses I teach	1	2	3	4	0
d. the authority I have to make decisions about other (noninstructional) aspects of my job	1	2	3	4	0
e. the mix of teaching, research, administration, and service (as applicable) that I am required to do	1	2	3	4	0
f. opportunity for advancement in rank here	1	2	3	4	0
g. time available for working with students as an advisor, mentor, etc.	1	2	3	4	0
h. freedom to do outside consulting	1	2	3	4	0
i. my salary	1	2	3	4	0
j. my benefits, generally	1	2	3	4	0
k. overall reputation of the institution	1	2	3	4	0
l. institutional mission or philosophy	1	2	3	4	0
m. relationship between administration and faculty at this institution	1	2	3	4	0
n. interdepartmental cooperation at this institution	1	2	3	4	0
o. spirit of cooperation among faculty at this institution	1	2	3	4	0
p. quality of my research facilities and support	1	2	3	4	0
q. quality of undergraduate students whom I have taught here	1	2	3	4	0
r. quality of graduate students whom I have taught here	1	2	3	4	0
s. teaching assistance that I receive	1	2	3	4	0
t. research assistance that I receive	1	2	3	4	0
u. spouse employment opportunities in this geographic area	1	2	3	4	0
v. my job here, overall	1	2	3	4	0

B. WORK ENVIRONMENT

9. Below are several statements about the environment in which you work. For each statement, indicate the degree of truthfulness it has for you.

	Little or no truth	Generally not true	Generally true	Very high degree of truth
a. My institution's goals for students tend to be more oriented toward careers and professionalism than toward the liberal arts.	1	2	3	4
b. The support services for teaching (lab facilities, computers, libraries, clerical assistance, audio-visual aids, student assistance, etc.) help me teach what and how I would like.	1	2	3	4
c. The support services available at my institution for my scholarship help me conduct the kind of inquiry I desire.	1	2	3	4
d. The collegial resources (faculty who can contribute to my class and with whom I can discuss appropriate topics) available at my institution help enrich my teaching.	1	2	3	4
e. I feel pressure from my colleagues to teach in a particular way.	1	2	3	4
f. I feel pressure from my institution to grade in a particular way.	1	2	3	4
g. Faculty can trust the administration to act in good faith for the betterment of the institution.	1	2	3	4
h. Faculty can trust established faculty groups (e.g., governance committees) to act in good faith for the betterment of the institution.	1	2	3	4
i. The faculty in my *unit* are more committed to teaching in their discipline than they are to adding to their discipline's knowledge base.	1	2	3	4
j. The faculty in this *institution* are more committed to teaching than they are to doing research in their disciplinary domain.	1	2	3	4
k. Some units on this campus receive more than a fair share when it comes to the central administration's allocation of resources.	1	2	3	4
l. At this institution, research is rewarded more than teaching.	1	2	3	4
m. Female faculty members are treated fairly at this institution.	1	2	3	4
n. Faculty who are members of racial or ethnic minorities are treated fairly at this institution.	1	2	3	4

10. Please indicate the extent to which you agree or disagree with each of the following statements.

	Disagree strongly		somewhat		Agree somewhat		strongly
a. Faculty promotions should be based at least in part on formal evaluations by students.	1	.....	2	.....	3	.....	4
b. Teaching effectiveness should be the primary criterion for promotion of college faculty.	1	.....	2	.....	3	.....	4
c. Research/publications should be the primary criterion for promotion of college faculty.	1	.....	2	.....	3	.....	4
d. Faculty should be free to present in class any idea they consider relevant.	1	.....	2	.....	3	.....	4
e. It is important to encourage students to consider a career in higher education.	1	.....	2	.....	3	.....	4

11. For each statement below, indicate the number that best expresses your level of agreement.

In general, I expect that undergraduate students will:	Disagree strongly		somewhat		Agree somewhat		strongly
a. think for themselves	1	.....	2	.....	3	.....	4
b. share ideas and work cooperatively	1	.....	2	.....	3	.....	4
c. seek to outperform one another	1	.....	2	.....	3	.....	4
d. learn only what is required	1	.....	2	.....	3	.....	4
e. lack interest in the subject matter	1	.....	2	.....	3	.....	4
f. feel overwhelmed by my course requirements	1	.....	2	.....	3	.....	4
g. need frequent feedback on their performance	1	.....	2	.....	3	.....	4
h. be appropriately challenged by my course requirements	1	.....	2	.....	3	.....	4
i. work on their own	1	.....	2	.....	3	.....	4

12. Does the location of your office make it easy for you to work effectively with your colleagues? *Circle one.*

1 yes
2 no

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13. Specify the number of *campus* colleagues with whom you (*Please fill in the blanks.*):

___ a. have weekly interaction
___ b. pursue off-campus friendships
___ c. collaborate in research/writing
___ d. collaborate in teaching

14. How many colleagues in your *unit* are female? ____

15. How many colleagues in your *unit* are of minority status? ____

16. How many of your colleagues on *campus* can teach your courses if you need to be elsewhere? ____

17. How many of your colleagues on *campus* can give a constructive critique of your scholarly work? ____

18. Which statement applies to your current research and other creative scholarly work? *Circle one.*

1 I am essentially working alone.
2 I am working with one or two colleagues.
3 I am a member of a larger group.

19. Do you have a mentor? *If "no", please skip to question 23.*

1 yes
2 no

20. How did you meet your mentor? *Circle one.*

1 My mentor was assigned to me.
2 My mentor approached me on her or his own.
3 I approached my mentor on my own.
4 Other (*Please specify*): _____

21. What gender is your mentor? *Circle one.*

1 female
2 male

22. Of what ethnic origin is your mentor? *Circle one.*

1 White/Caucasian
2 Black/Negro/Afro-American
3 Native American/American Indian
4 Mexican American/Chicano
5 Puerto Rican
6 Hispanic
7 Oriental
8 Other Asian
9 Other (*Please specify*): _____

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23a. Please indicate the extent to which each of the following has been a source of stress for you so far this academic year. *Please choose one response for each item.*

	Extensive	Somewhat	Not at all	Does not apply
a. managing household responsibilities	1	2	3	0
b. child care	1	2	3	0
c. care of elderly parent	1	2	3	0
d. my physical health	1	2	3	0
e. review/promotion process	1	2	3	0
f. subtle discrimination including prejudice, racism, sexism	1	2	3	0
g. long-distance commuting	1	2	3	0
h. committee work	1	2	3	0
i. faculty meetings	1	2	3	0
j. colleagues	1	2	3	0
k. students	1	2	3	0
l. research or publishing demands	1	2	3	0
m. fund raising expectations	1	2	3	0
n. teaching load	1	2	3	0
o. children's problems	1	2	3	0
p. marital friction	1	2	3	0
q. time pressures	1	2	3	0
r. lack of personal time	1	2	3	0
s. other (*Please specify*): _____	1	2	3	0

23b. Which of the items in this list has caused the most stress? ____

C. SELF-PERCEPTIONS

24. Below are words and phrases that faculty have used to describe the skills and abilities of faculty members. For each item, circle the number in the first column that best represents the extent to which the word or phrase characterizes the faculty members you believe are valued on your campus. Then, in the second column, indicate how characteristic the skills are of you. Last, in the third column, indicate how difficult each skill is for you.

	Characteristic of valued faculty	Characteristic of me	Difficulty for me
	not at all (1) · slightly (2) · somewhat (3) · highly (4)	not at all (1) · slightly (2) · somewhat (3) · highly (4)	not very difficult (1) · average (2) · difficult (3) · very difficult (4)
a. teaches effectively	1 2 3 4	1 2 3 4	1 2 3 4
b. keeps abreast of developments in the discipline	1 2 3 4	1 2 3 4	1 2 3 4
c. obtains grants	1 2 3 4	1 2 3 4	1 2 3 4
d. communicates well	1 2 3 4	1 2 3 4	1 2 3 4
e. publishes	1 2 3 4	1 2 3 4	1 2 3 4
f. is organized	1 2 3 4	1 2 3 4	1 2 3 4
g. works skillfully with students	1 2 3 4	1 2 3 4	1 2 3 4
h. responds to requests	1 2 3 4	1 2 3 4	1 2 3 4
i. is an excellent lecturer	1 2 3 4	1 2 3 4	1 2 3 4
j. knows how to work the system	1 2 3 4	1 2 3 4	1 2 3 4

25. Your activities influence what happens to you and others. Indicate how much influence you think you have on each of the following:

	Really no influence at all	Minor influence	Some influence	Substantial influence
a. student learning	1	2	3	4
b. departmental curriculum committee	1	2	3	4
c. having something you have written accepted for publication	1	2	3	4
d. student career achievements	1	2	3	4
e. the salary increase you will receive next year	1	2	3	4
f. obtaining money for travel to professional association meetings (beyond standard institutional allocations)	1	2	3	4
g. the personal interests you wish to pursue	1	2	3	4
h. securing resources to maintain ongoing programs that you consider important	1	2	3	4

26. Comparing yourself with other academic persons of your age and qualifications, how successful do you consider yourself in your career? *Circle one.*

1 very successful
2 fairly successful
3 fairly unsuccessful
4 very unsuccessful

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D. WORKLOAD

27. For each credit class or section that you are currently teaching, please provide the information below.

Please do not include noncredit courses that you teach. Also, please do not include individualized instruction, such as independent study or individual (one-on-one) performance classes.

If you teach multiple sections of the same course, please count them as separate classes, but do not include the lab section of a course as a separate class.

Number of hrs/wk in class	*If team taught,* average number of hrs/wk you teach class	Number of students enrolled	Primary level of students (see code below)	Primary setting (see code below)	Number of of TA's or readers	First time you have taught this class? (Yes or No)
1.						
2.						
3.						
4.						
5.						

Code for primary level of students

1 = lower division students (first or second year) in program leading to associate or bachelor's degree
2 = upper division students (juniors or seniors) in program leading to bachelor's degree
3 = graduate students
4 = students in program leading to certificate other than associate, bachelor's, or graduate degree
5 = all other students
6 = any combination of the above

Code for primary setting

1 = lecture
2 = seminar, discussion groups
3 = lab, clinic
4 = field work, field trips
5 = role playing, simulation, or other performance (e.g., art, music, drama)
6 = TV, radio, or other distance media
7 = any combination of the above
8 = Other *(Please specify):*

_____
_____
_____

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28. For each of the following items, please estimate the number for last academic year, and the number projected for this academic year. *If not sure, give best estimate. If item does not apply, write "N/A."*

	Projected for this academic year	Number for last academic year
a. TEACHING		
Courses taught		
Independent studies supervised		
New (for you) course preparation undertaken		
New course designed for department		
Existing course redesigned or improved		
Grants submitted to update course		
Paper on teaching published		
Workshop on teaching presented		
Instructional materials developed		
Exam questions refined for submission to test bank		
Cooperative learning strategies adopted		
Team teaching added to course		
Other(s) _____		
_____		
_____		
b. RESEARCH		
Published articles, reports, or creative works		
Published reviews of books, articles, or creative works		
Published chapter in edited book		
Published book or textbook		
Presentations at conferences, workshops, etc.		
Exhibitions or performances		
Patents or copyrights		
Computer software products		
Grant submissions		
Other(s) _____		
_____		
_____		
c. SCHOLARLY ACTIVITY		
Organized a professional meeting		
Edited the proceedings of a professional meeting		
Served on an editorial board of a journal		
Presented ongoing work on campus		
Attended a colleague's presentation or creative work on campus		
Attended a workshop on teaching		
Other(s) _____		
_____		
_____		
d. SERVICE		
Campus or unit committee		
Student advisees		
Dissertation committee		
Other(s) _____		
_____		
_____		

29. During the *current term*, how much time are you giving to teaching, professional growth, research and other creative scholarly activities, and service in a typical week?

Divide your work-time over the four principle activities. Complete the first column by entering the percent of time you give to each. Then complete the distribution two more times. In the second column, indicate how you believe your institution wants you to allocate your effort. Then in the third column, indicate how you would prefer to distribute your time to these four kinds of activities. *In all cases, be sure the percentages total 100.*

Teaching is the time spent preparing for teaching, scheduled classroom and laboratory instruction, grading, working with students.

Professional growth is the time spent enhancing your knowledge or skill in ways which may not necessarily result in a concrete product--library work, reading, exploratory inquiries, computer use.

Research and other creative scholarly activities is the time spent in activities that lead to a concrete product--article, report, monograph, book, performance, exhibition, grant proposal, software development.

Service is the time spent in college/university meetings, community activities, professional association involvements.

	Percentage of actual time spent	My perception of institutional preference	My personal preference
Teaching	_____%	_____%	_____%
Professional growth	_____%	_____%	_____%
Research and other creative scholarly activities	_____%	_____%	_____%
Service	_____%	_____%	_____%
Total	100%	100%	100%

30. How realistic are your plans for productivity in this year?

1 very realistic
2 realistic
3 somewhat realistic
4 not very realistic
5 not realistic at all

E. BACKGROUND AND DEMOGRAPHIC INFORMATION

31. During your graduate study, how useful was the preparation you received specifically for teaching?

	Not useful	Moderately useful	Highly useful	Does not apply
a. supervised teaching assistantship	1	2	3	0
b. credit course on college teaching	1	2	3	0
c. non-credit workshops	1	2	3	0
d. consultation with teaching specialist	1	2	3	0
e. other (*Please specify*): _____	1	2	3	0

32. Please complete all that apply.

Highest degree earned: _____ Degree currently working on: _____

Field: _____ Field: _____

Year received: _____ Year expected: _____

Institution: _____ Institution: _____

33. Please indicate how many years you have taught in the following capacities as a part-time employee and/or a full-time employee. *If less than one full year, write "1/2."*

	Employed part-time	Employed full-time
a. elementary school teacher	_____	_____
b. secondary school teacher	_____	_____
c. graduate teaching assistant (Assisted a professor)	_____	_____
d. graduate student with full responsibility for a class	_____	_____
e. community college teacher	_____	_____
f. liberal Arts college teacher	_____	_____
g. comprehensive university teacher	_____	_____
h. research university teacher	_____	_____
i. other education-related employment (*Please specify*): _____	_____	_____
_____	_____	_____

34. What position(s) did you have during the last academic year? *Circle one or more.*

1 graduate student
2 faculty member
3 administrator
4 non-college teacher
5 business person
6 other (*Please specify*): _____

35. How many years have you been at this institution (including this year)?

a. as a faculty member _____ (years)
b. as an administrator _____ (years)
c. total years _____

36. Your present rank (*Circle one*).

1 instructor
2 assistant professor
3 associate professor
4 full professor
5 lecturer
6 there are no ranks at my institution
7 other (*Please specify*): _____

37. Your gender (*Circle one*):

1 female
2 male

38. Your year of birth: 19____

39. Your race or ethnic group (*Circle one*):

1 White/Caucasian
2 Black/Negro/Afro-American
3 Native American/American Indian
4 Mexican American/Chicano
5 Puerto Rican
6 Hispanic
7 Oriental
8 Other Asian
9 Other (*Please specify*): _____

40. Your marital status (*Circle one*):

1 married
2 separated
3 single (never married)
4 single (with partner)
5 single (divorced)
6 single (widowed)

41. Number of children: _____

Thank you for completing the survey. Please see the back page for further instructions.

Please use campus mail to return the survey in the pre-addressed envelc . marked confidential. The researchers will collect the surveys when they visit your campus in October.

We are very interested in your comments on the survey. Are the questions clear? Are there important questions we have failed to ask? Please write any comments below, if you choose.

Thank you again for your help.

Robert J. Menges
Professor of Education and Social Policy
Northwestern University